

## Agenda

- Clarify proficiency and performance
- Use NCSSFL-ACTFL Global Benchmarks to set performance range for each course
- Revise rubrics for level 1 as necessary
- Connect structures to functions for level 1 units
- Revise and provide feedback on upcoming units for end of year
- Level a text by targeted performance range – presentational mode (unit essential question and task) and consider interactive strategies by mode

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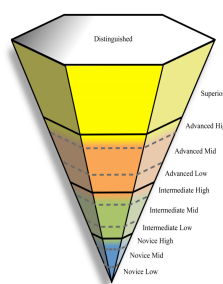
## Curriculum Design

What?

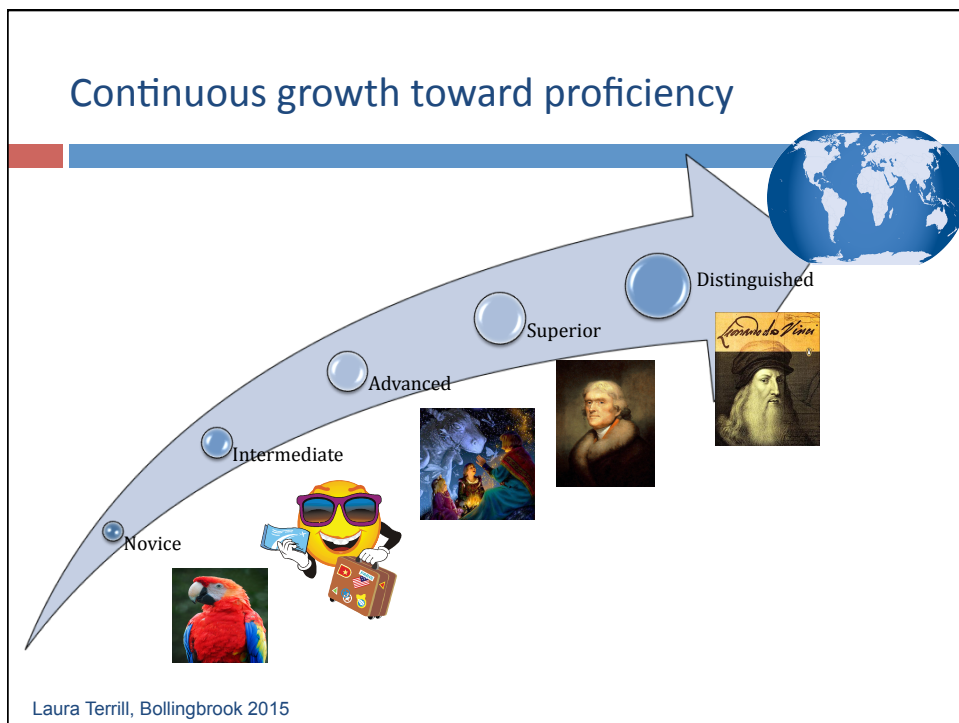


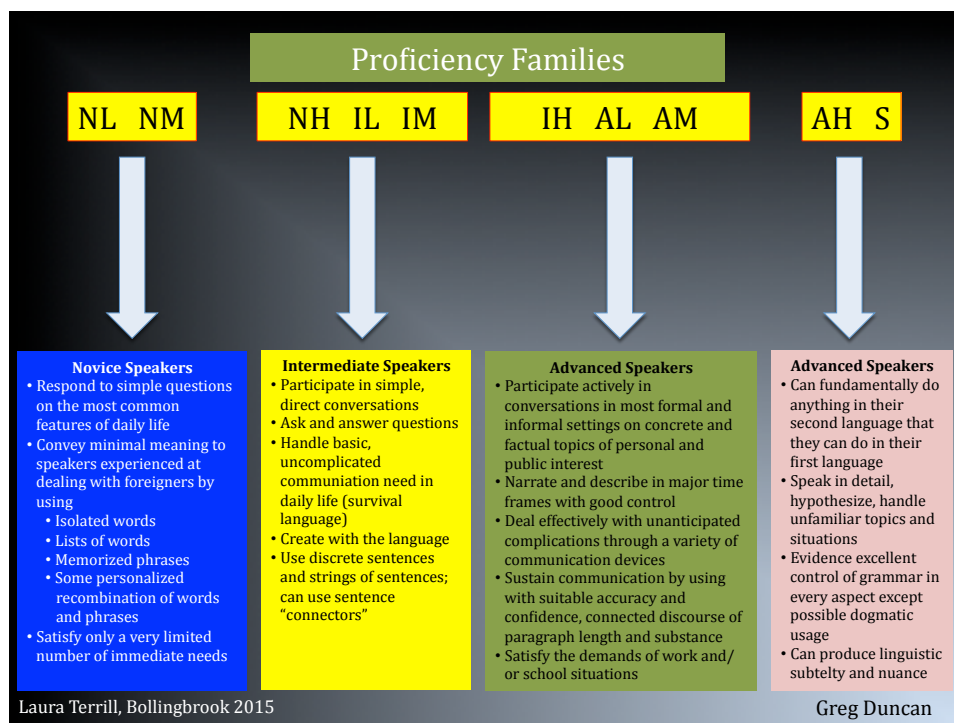
**WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES**

How well?



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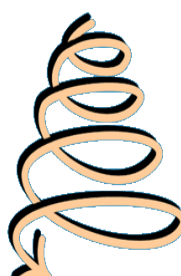




## Text Type

## Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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## Performance



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### Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

## Proficiency



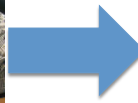
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### Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level



## Performance towards Proficiency



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## NCSSFL/ACTFL Can-Do Statements

Determine acceptable evidence –  
How will you and learners know they reached the goals?

**Bridging  
performance and  
proficiency**



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## Global Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
<b>Presentational Speaking</b>	phrases.	memorized expressions.	sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.

### Global Can-Do Benchmarks

General description of the proficiency level for each of the modes

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### INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.  
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on everyday topics. I can meet my basic needs in familiar situations at school, work, or in the community.

- ☐ I can talk with someone about familiar topics.
- ☐ I can talk with someone about how to get to a place.
- ☐ I can talk with someone about school or work.
- ☐ I can \_\_\_\_\_

I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can \_\_\_\_\_

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INTERMEDIATE LOW	
<p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	
<p><b>I can have a simple conversation on a number of everyday topics.</b></p> <p><input type="checkbox"/> I can talk with someone about family or household tasks.</p> <p><input type="checkbox"/> I can talk with someone about hobbies and interests.</p> <p><input type="checkbox"/> I can talk with someone about school or work.</p> <p><input type="checkbox"/> I can _____</p>	<p><b>I can use the language to meet my basic needs in familiar situations.</b></p> <p><input type="checkbox"/> I can ask for help at school, work, or in the community.</p> <p><input type="checkbox"/> I can make a reservation.</p> <p><input type="checkbox"/> I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</p> <p><input type="checkbox"/> I can _____</p>
<p><b>I can ask and answer questions on factual information that is familiar to me.</b></p> <p><input type="checkbox"/> I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</p> <p><input type="checkbox"/> I can _____</p>	
<p>Laura Territt, Bollingbrook 2015</p>	

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<p>Laura Territt, Bollingbrook 2015</p>	

**Target statements (Checklist)**

Provide instructional focus

Create class evidence

Should emphasize “re-spiraling”

## Increasing levels of proficiency

Novice	Intermediate		Advanced
<b>Express feelings and emotions</b>	Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic)
<b>Tell or retell stories</b>	Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a detailed story about something that happened logically sequencing the events

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## NCSSFL-ACTFL Global Benchmarks Presentational Writing

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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## NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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## Performance Based Assessment

- ❑ Do they address the major goals of the unit?
- ❑ Are they real-world tasks?
- ❑ Do they incorporate the 21<sup>st</sup> Century Skills?
- ❑ Do the tasks match the targeted performance level?
- ❑ Do they allow students to address the essential question in some way?
- ❑ Presentational: Is there an audience beyond the teacher and classroom?

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## Global Challenges: The Natural World

EQ: What is biodiversity and why do we need it?

Novice High / Intermediate Low

### Interpretive Mode

Watch the video "Bouge-toi pour ta planète"; identify actions that harm the planet according to the video and propose alternatives to these actions.

### Interpretive Mode

Read and complete a graphic organizer based on the article *Lancement de la phase pilote "Insectes et Ciel étoilé"*. Give your opinion with justification of the potential for this initiative to succeed in the US.

### Interpretive Mode

Visit the website: [www.zoo-palmyre.fr](http://www.zoo-palmyre.fr). Give your opinion with reasons based on the information from the website on why zoos are needed/not needed.

### Creativity – Collaboration – Critical Thinking - Communication

### Presentational Mode

In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.

### Interpersonal Mode

Share what you have learned about biodiversity and humans' impact locally, regionally, and globally giving both positive and negative examples.

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## Global Challenges: The Natural World

EQ: What is biodiversity and why do we need it?

Novice High / Intermediate Low

### **Presentational Mode**

In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity in your region.

### **Intermediate Low Benchmark**

- I can write briefly about most familiar topics and present information using a series of simple sentences.

### **Int Low Can Do Statements**

- I can prepare materials for a presentation about sustaining biodiversity in my region.
- I can write a story/article about an endangered animal or plant.

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## Vertical Articulation

### Vacation Time

#### What makes a community special?

Level 1 Unit 4 – Target?

#### Presentational Mode

Tell us about your travel plans this summer! You are going to a major city in (country). Tell us what you will bring/wear based on the weather and the common activities that you are going to do there. Tell us about the authentic *regional* foods that you are going to eat and explain some of the major ingredients and a specific restaurant in town where you could eat it. Tell us what popular sports you are going to watch and the location of the city within the country and the population.

### Why do we travel?

Spanish 2 Unit 4 – Target?

#### Presentational Mode

Using the information they share, they will write a final summative blog post using the following prompt: You had a great vacation and want to write a letter to your family at the end of your time at your chosen point of interest. Let them know why your vacation was important and what motivated you to go there.

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## City Life – What makes a community special?

Level 1 Unit 4 – Target?

#### Presentational Mode

Tell us about your travel plans this summer! You are going to a major city in (country). Tell us what you will bring/wear based on the weather and the common activities that you are going to do there. Tell us about the authentic *regional* foods that you are going to eat and explain some of the major ingredients and a specific restaurant in town where you could eat it. Tell us what popular sports you are going to watch and the location of the city within the country and the population.

#### Benchmarks

#### Can Do Statements

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## Vacation Time – Why do we travel?

Spanish 2 Unit 4 – Target?

### Presentation Mode

Using the information they share, they will write a final summative blog post using the following prompt: You had a great vacation and want to write a letter to your family at the end of your time at your chosen point of interest. Let them know why your vacation was important and what motivated you to go there.

### Benchmarks

### Can Do Statements

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## Presentation “On demand”

_____/40	EXCEEDS EXPECTATIONS	GOOD PERFORMANCE	MEETS MINIMUM EXPECTATIONS	APPROACHING EXPECTATIONS
	10 9	9 8	8 7	7 ≤6
Am I understood? Language Control	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors in risk-taking do not interfere with message.	My writing is generally understood, but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with overall message.	My writing is generally understood, but the reader may have to guess to understand. Errors occur and may cause some confusion for the reader.	My writing is difficult to understand. The reader has to reread frequently and guess at the meaning of the message.
How rich is my vocabulary? Vocabulary	I use a wide variety of familiar vocabulary correctly. I appropriately incorporate new expressions from the current unit of study.	I use a variety of familiar vocabulary correctly. I appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary correctly. I may use a few new expressions from the current unit of study.	I rely heavily on simple vocabulary or use very little variety.

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Priority Vocabulary
<b>Identify</b> places in a city	There is, there are Definite articles	<b>Tier 1</b> Names of typical buildings Activities/traits associated with city/country compass directions prepositions of location descriptive adjectives transportation <b>Tier 2</b> Winding streets City walls City center/Old city Middle Ages Advantages/disadvantages
<b>Follow directions</b> within a city	Commands (interpretive) Concept of "to the"	
<b>Describe</b> places in a city and what I do there	Adjective agreement and position, Present tense	
<b>Identify</b> traits associated with cities in urban, suburban and rural settings		
<b>Express preferences with reasons</b> about what cities to visit, where to live	I prefer....because I think....	
<b>Make comparisons</b> between cities in the US and cities in France	Comparatives – less, more as	
<b>Promote</b> "my" city as the ideal place to live	Commands, You can, you should, you have to	

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## Revisiting functions and structures – Level 1

Language Functions I can....	Revised Functions	Related Structures/ Patterns
<b>Unit 2</b>		
Define what family means to me		
Identify people I consider family	identify who I have in my family and ask others	
Describe the people I consider family and describe my role in my family	describe family members and ask for a description of others	
What they are like ( <i>describe others</i> )	drop this one, combine with above	
The things they do/don't do ( <i>comment on things others do</i> )	name and ask about activities that others do	
Compare and contrast practices of my family with those of families from the target culture	compare and contrast my family and the practices of my family with others	

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## Student Overview Sheets

### Questions from Laura

- Should the performance tasks be listed on the overview?
- How much vocabulary is appropriate?
- What is the role of personal vocabulary?

### Your questions/thoughts?

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## Check your units

- Is the essential question one that connects to the enduring understanding? What answers do you hear students giving in the target language?
- Are your performance tasks connected to the essential question, ones that allow students to address the EQ in the target language?
- Are your tasks and language functions at the targeted performance level?
- Have you provided the vocabulary/sentence frames & question patterns students need to address the EQ?

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## Moving from one level to the next...

### At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

### To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

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## Getting the most out of a text



- How can you best use this text in the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?

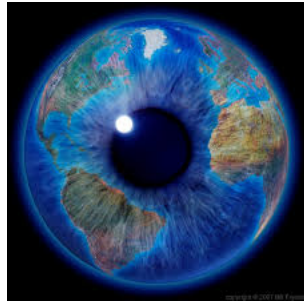


- What might students do in the **presentational** mode as a way of making learning more concrete?

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## Visual Literacy

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The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text.

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## Why visual literacy?

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Today's learner lives in a world where visual images are becoming increasingly important since many messages are delivered with words and images.



seen with the eye



seen with the "mind"

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## Cognition and Retention

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It is through the senses that we interact with, and learn about, the world around us (Walker & Chaplin 1997 p.19). In particular, some people remember better what they see rather than what they hear, and if there is *emotion* involved, the memory is enhanced even more (Swetmon 1998, p.7). If memory is enhanced, knowledge can be retained. Once cognitive processing of knowledge has taken place learning is deemed to have occurred (Morgan & Welton 1992)

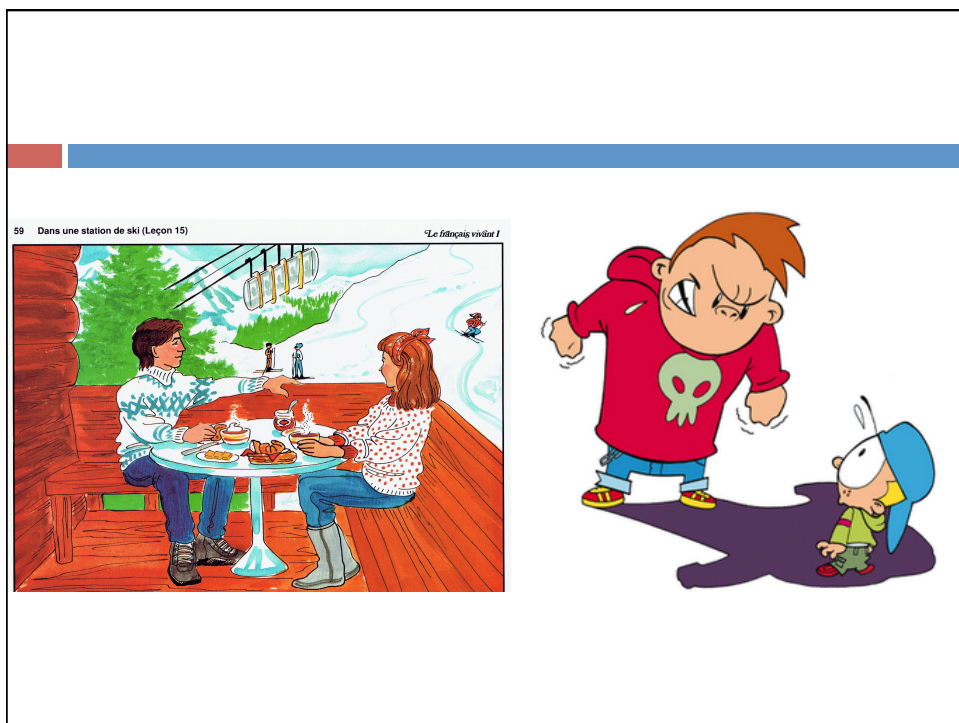
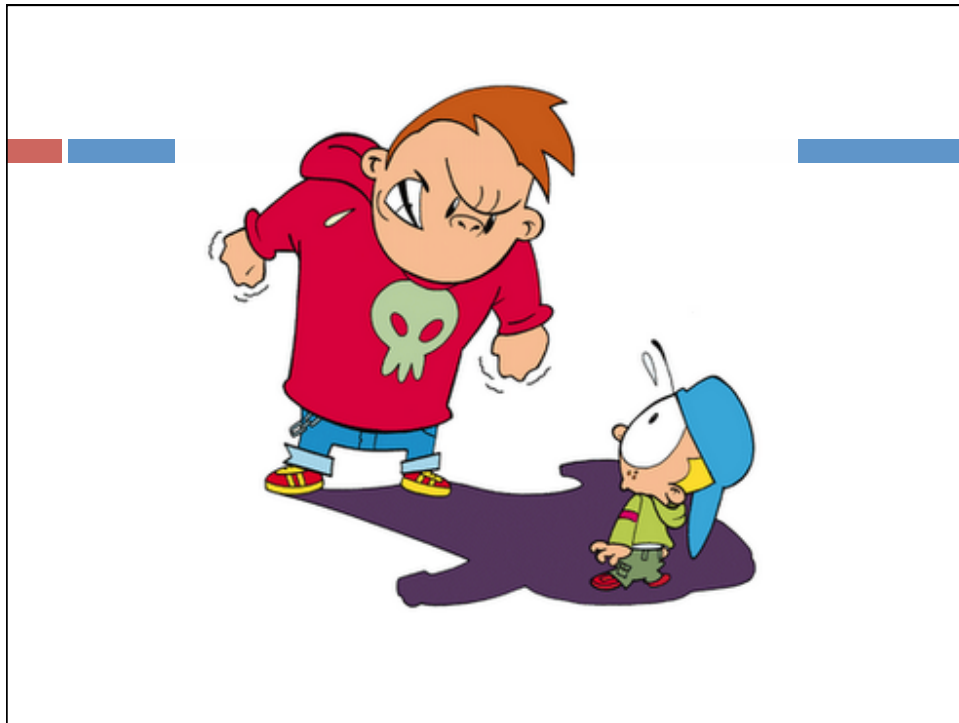
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Considering Visual Literacy When Designing Instruction,  
Michael D Sankey

59 Dans une station de ski (Leçon 15)

Le français vivant I





## Ouiiin! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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## What is your mental image?

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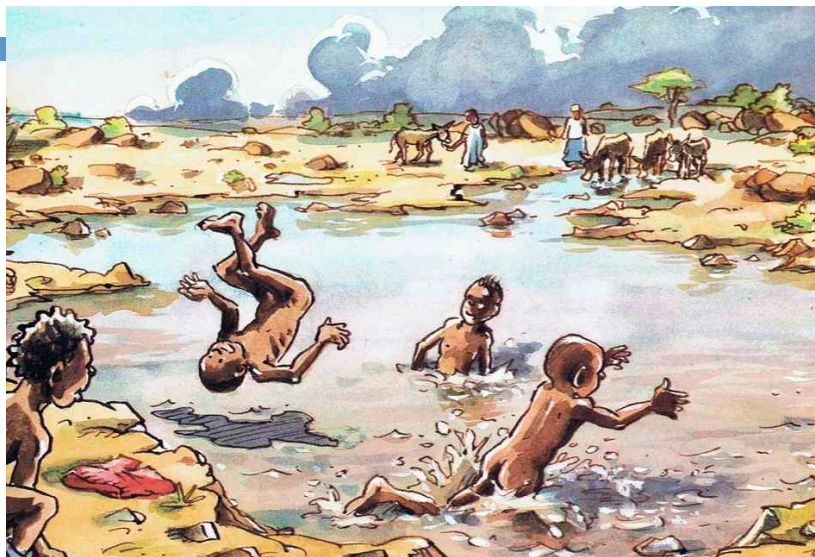
It's raining.  
Let's go swimming.

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A Country Far Away  
Nigel Gray & Philippe Dupasquier  
ISBN 0-531-07024-7





## What is your mental image?

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Water on a  
tropical island

???

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